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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

The World Federation

SINCE April 27 we have already spoken in nearly half of the States of the Union, meeting tens of thousands of school people, and everywhere there is interest in the Toronto meeting and unusual appreciation of the wonderful achievement of Dr. Augustus O. Thomas and Dr. William F. Russell, the one as the creator and promoter of the Federation, and the other as the student of the educational needs of the civilized world. The two will bring to Toronto a combined knowledge, with skill and devotion unprecedented in the activities of the world.

In the last seven years of the national track and field meet the University of California has won the trophy three times, the University of Southern California twice, and Stanford University once. The only winning out of California has been by Yale once.

Leaky Fountain Pens

NO FIRST CLASS fountain pen leaks unless it has a careless owner. The best fountain pen leaks with a careless owner. The leak is created when the pen is filled. Let air in at the filling and the air will make it leak. It is a simple matter to make the leak impossible. Put the pen in enough ink so that the pen will be wholly in the ink and no air can get in, but if the ink bottle is low, or if the filler doesn't put the pen way in, air goes in at filling and the leak is inevitable.

Poor teaching is equally inevitable if the teacher is not full of the subject; that is, if the teacher tries to substitute "hot air"—personal opinion—for real knowledge of the subject, the leakage besmirches the students.

Governor Fisher of Pennsylvania vetoed the bill requiring teachers in the public schools to be American citizens on the ground that it would restrict the freedom of Boards of Education.

Susan Miller Dorsey

IT IS half a century since Susan Miller graduated from Vassar College, and that famous institution is honoring Mrs. Susan M. Dorsey at the commencement season as one of their most prominent alumnae. No other man or woman has piloted a city school system for as many years, through as many hectic escapades, with the school population increasing a hundred per cent. as has Mrs. Susan M. Dorsey.

She has carried her years so gracefully that her address at the National Education Association in Seattle will be as illuminating in thought, as attractive in presentation and as vital as any message on that occasion.

No other man or woman has directed business affairs in the creation of school plants under greater strain of urgent demand for accommodation than has she, and no one has met more complex situations in professional relations in the system or more civic complications.

She went to her Alma Mater with as great a variety of superlative professional achievements as have crowned any alumnus of half a century.

Men do not need to fear the truth. The danger is in the half-truths which men come upon without apprehending the whole of them. Most dangerous of all is the teaching of those half-truths to minds in the formative stage, as if they were whole truths.

MacQuarrie to San Jose

THE first outstanding action of William J. Cooper, state superintendent of California, is the selection of Dr. Thomas W. MacQuarrie as president of the State Teachers College of San Jose. Naturally he inherited incomplete programs, but the selection of Major MacQuarrie as head of a teacher-training institution was his independent choice, hence the intense professional interest therein.

We think the San Jose Teachers College was the first educational institution beyond the Rockies. It certainly has been the outstanding professional school west of Colorado since the Civil War. Its location and its traditions have made its activities of surpassing interest.

We think Dr. MacQuarrie is the first head of a State Teachers' College to be selected because of eminent achievement in the inspirational leadership of youth. Heretofore the choice seems to have been determined by administrative skill or professional devotion to some subject, psychological or pedagogical.

Major MacQuarrie, above any other school man whom we know, has had a record of achievement in the leadership of youth. In the World War he won prompt promotion in his company and in his regiment because of the personal element that thrilled his men with heroic purpose and manly aspiration.

We knew him first in a boys' private school in Wisconsin. After the war he was dean of men in the Lincoln High School of Los Angeles, and of late director of the Metropolitan College of the University of Southern California in Los Angeles. In every position he has been a noble and inspiring leader. We have never known a better teacher, always teaching students to master a subject, always interested in the students' relation to the subject.

Dr. Cubberley says that he was an exceptionally keen student of every subject, but he is chosen as the head of San Jose because of his achievement in creating vital, virile personality in students.

One of the severest tests of an education is whether it has aroused in those subjected to it a never-ending zeal to go on learning.

What Is Your Professional I. Q.?

[Answers are on page 23.]

111. What well-known writer of high school histories is author of a non-fiction "best seller"?
112. Who founded Wellesley College?
113. Who founded the University of Chicago?
114. What two universities in New York were opened in 1865, and by whom was each founded?
115. What is the leading university in New Orleans?
116. Who has given $60,000,000 for an industrial school for orphans in Pennsylvania?
117. In what business did John F. Slater make the million dollars which is the Slater Fund?
118. (1) Who gave a college a million dollars on condition that the college permanently abandon intercollegiate football? (2) When the college declined to accept the money on those terms what was done with the money?
119. What Education Board has given away to colleges and schools much more than $100,000,000? Who founded it?
120. Who gave a million dollars for the establishment of the World Peace Foundation?

Presidents Lewis and Marvin

THERE is nothing more interestingly important today than the selection and election of college and university presidents. There were never as many elections as in the last two years and practically no one has been permanently promoted from the faculty.

Dr. William M. Lewis, who goes from George Washington University, District of Columbia, after a relatively short term of service, is recognized as an attractive platform speaker on educational and civic subjects. Only one university president has been more in demand than is he. It is equally notable that he has built up an exceptionally forceful faculty of younger men and has attracted an exceptional class of students, especially of graduate students. He goes to Lafayette College, Easton, Pennsylvania.

Dr. Cloyd H. Marvin, who was promptly chosen as successor to Dr. Lewis, is in the front rank of the younger university presidents. Harvard University has sent out no graduate student of late who has achieved so much in the same length of service. He is thoroughly scholastic, keenly alive to modern civic and educational situations, an inspiring leader of the younger element in faculty and in community, with brilliant thinking and heroic purpose. He will bring to George Washington University skill in achievement which will make the most of the noble spirit that President William M. Lewis has created.

Mr. Pulsifer Retires

THE retirement of William E. Pulsifer from the presidency of the D. C. Heath Company that he may conserve his health, means much to the seniors in the school book business. Few men are now in any publishing house who meant as much to any organization forty years ago as Mr. Pulsifer meant to the D. C. Heath Company.

It is not easy for school men of today to realize that the creation of a great publishing business half a century ago was the evolution of a notable personality. Edwin Ginn, D. Colamore Heath, Edgar O. Silver, Benjamin H. Sanborn were notable personalities, and their opportunity was created by the merging of the famous sectional publishing houses in the American Book Company.

Few men are now active in any phase of education who knew all of the notable leaders in the publishing business from 1872 to 1892. To these few the retirement from active leadership of William E. Pulsifer, who was the immediate associate of Mr. Heath when he built up the business of that company, is of surpassing interest.

A combination of circumstances, of no general present interest, made our personal relation to Mr. Heath, to his first partner, Charles H. Ames, and to Mr. Pulsifer, his vital successor in the management of the business, probably more vital for a third of a century than that of any one never connected with the business.

Our acquaintance with Mr. Pulsifer began when he was an aggressive superintendent of a small, enterprising community in Massachusetts. We were enthusiastic over the local professional leadership which led to the opportunity to make an important adventure in the publishing business, and the intimate friendship of forty years ago, and more, has ripened with the years.

Mr. Pulsifer's first interest has always been the success of the D. C. Heath Company, but he has always had public interests—political, social and professional.

Mr. Pulsifer's retirement from the presidency of the D. C. Heath Company will recall to many men delightful personal associations in club life, in political campaigns, and in professional crusades, and all wish him abundant joy in the years remaining.

The Jersey City Way

NEW YORK CITY'S sister across the state border has always been doing good things in a good way educationally, and the Journal of Education has had many an interesting story but none more professionally significant than when Mayor Hague publicly recognized his indebtedness to Miss Anna M. Banta. On the occasion Governor Moore presented Miss Banta the beautiful wrist watch which Mayor Hague provided. United States Senator Edwards also spoke appreciatively of Miss Banta. Rarely would it happen that a Mayor, a Governor and a United States Senator had all been pupils of the same city. Miss Banta has been a teacher in Jersey City for forty-two years. Accompanying the watch which the Mayor gave Miss Banta was the following letter:—

My dear Miss Banta: I sincerely hope that you will accept this small token in atonement for the many hours of worry that I may have caused you while your pupil. I realize that my deportment may not have been all that it should have been, and I look back with fond recollection to the days in your class, and I do not hesitate to say that your patience is largely responsible for the success which I attained in later years.

It is my wish that you will be spared for many years to come and that during these years you will enjoy the fullest measure of good health and happiness.

Sincerely yours,

Frank Hague, Mayor.

Know New England—III

By A. E. WINSHIP, Editor

TEACHER training has been a specialty in New England since the creation of the first public supported Normal Schools in the New World almost ninety years ago, and, as always, the New England ideal has been skill in teaching rather than idealism as to how teaching should be done theoretically. This has made practice in teaching indispensable, and attention to this feature of teacher training was never as vital as it is at present. It would be well worthwhile for any student of modern education to visit New England just to study the practice teaching of the various states.

In Rhode Island the State Teachers College has actual practice in every city and town. There is no section of the state that does not have practice teaching by the seniors of the State Teachers College. This carries the latest ideas of theory and practice to every school system in the state. New Britain, Connecticut, has practice teaching for kindergarten, elementary and junior high classes in modern model plants, four of them in the important sections of the city. Nearly a million dollars was appropriated by the city for plants built by the state under the direction of the president of the State Teachers College adapted to use by practice teachers and supervising teachers. Each phase of work has a section of the building created for that especial work.

The supervising teachers are selected by the state, paid by the state, and all the direction is by the state even to the salaries paid.

Connecticut also meets the problem of overproduction of supply of teachers in a unique way. Each of the four State Teachers Colleges has a definite territory and, fortunately, each has a relatively characteristic territory. Each city knows approximately how many new teachers it is likely to need each year, and only that number of students will be accepted from that city.

The relation of the Department of Education of Yale University to the schools of the state is quite unlike that of any other university, and makes the professional atmosphere in the public schools exceptionally high.

There is a unity of thought and action in teacher training, in teacher service, and in professional supervision through the State Department of Education that links up on every functioning of the public schools in a highly effective way.

Massachusetts has its State Teachers College and the Boston Teachers College developing personalities that are quite exceptional. The thirty colleges and universities are so distribuated that it is almost literally true that with ease any student can live at home and attend a higher institution of learning. It is almost true that one can attend a State Teachers College and board at home. This makes it no hardship to avoid duplication of specializing.

The abundance of degree-giving non-professional colleges and universities delayed the transformation of State Normal Schools into State Teachers Colleges, and the fact that many of these school plants were built for Normal School use rather than for college use has had its disadvantages. The Bridgewater calamity has made it possible to create one ideal State Teachers College plant in Massachusetts.

It is of high significance that in this emergency the State Teachers College at Bridgewater had for its professional building creation a leader whose childhood had the education and atmosphere of the school when Albert G. Boyden was the highest type of professional pedagogical leader in New England, whose professional and scholastic life has spanned the years from the best of the old to the best of the new in educational theory and practice. As a result Bridgewater gives to teacher training an equipment unsurpassed, to say the least, by any American institution for educational specializing in America.

Bridgewater has a beautiful and every way perfect auditorium. The seating is the latest word; the stage is artistic; the acoustics are admirable; the entrances and exits are abundant. It is not a study hall nor a gymnasium used as an assembly hall. It is as complete in every way and as beautiful in all ways as any auditorium in the country.

All this is artistic luxury utilized professionally for music culture and kindred activities. The purely pedagogical setting is equally ideal. Each group of subjects, as science, literature, mathematics, history, geography and modern languages, has its laboratories, libraries, maps, charts, and illustrative material available for immediate use, and its own adequate auditorium. No institution for specialized work is more professional or scholastically arranged or equipped.

While no other teacher-training plant has had the unfortunate good fortune enabling it to blossom out so brilliantly as has the Bridgewater plant, every State Teachers College is magnifying some assigned specialty. Three years ago no State Normal School in Massachusetts had ever had five hundred students; there will soon be no school with fewer than five hundred, but the adjustment for commercial teachers, domestic science teachers, vocational guidance specialists, rural community supervisors will never overstock their field.

Belding's Page

SAVING EYESIGHT.

ONE of the finest movements of our time is that for conserving the eyesight of partially blind children through the establishment of special classes in public and private schools. Next to the spread of intelligence regarding the care of infants' eyes and the prevention of ophthalmia neonatorum, it is the most important forward step in conservation of vision ever taken.

The National Committee for Prevention of Blindness (New York) reports that 265 sight-saving classes are conducted in the United States, the purpose being to provide a normal education for children with seriously defective vision without imposing undue strain upon their delicate eyes. Instruction in the care of their little remaining sight is included in the courses and in some cases the children learn how they may regain some of the faculty they have lost. As the committee points out, such classes represent sound economy, not only by preventing the dependency that often results from blindness, but also by providing instruction which costs but one-tenth as much as when given in schools for the blind.

A specially encouraging development is the offering of courses for teachers of sight-saving, in universities in Nashville, Cincinnati, and Los Angeles this summer.

The national committee believes there should be about twenty times as many sight-saving classes as have yet been set up.

A related truth is this: Not all the sight-saving needs to be done in special classes. If it is possible to carry a nearly blind child along through the schools at the usual rate of progress without further impairment of the tender organs, why may not some of the eye strain be removed for children of normal vision? Proper attention to lighting, posture, the type and paper used in textbooks and supplementary readers needs to become much more common than is yet the case in American schoolrooms.

THE LONG VACATION.

THE long vacation of the public schools is doubtless an inheritance from earlier times. Communities objected to paying the hire of a teacher for twelve months in the year. Besides, the boys were needed in the fields in summer.

Obsolete as these reasons may have become in most places, the long vacation remains an institution. It is firmly established not only in tradition but in the fact that the health of pupils seems to require this break in the routine of lessons. Few communities would grant the protracted holiday for the sake of the teachers alone. Yet there is no question that the nature of their task renders frequent rest periods necessary. Eliminate the vacations and the average teacher would be less efficient and go earlier to the professional scrap heap. So, although the original primary object of the long vacation was not the benefit to be conferred upon the teacher, the arrangement works out well from the teacher's standpoint.

That is to say—provided the teacher makes good use of the freedom gained. Physical upbuilding may be the paramount need one year; mental upbuilding another year; or, perhaps, both can be combined to advantage.

The poorest vacation possible is the one which brings the teacher back gasping for breath and needing a rest, at the time when the reopening of schools calls for fresh vigor to match that of the returning boys and girls.

PUPIL REPUTATIONS.

A PROPER subject for vacation thinking is that of fairness in the recognition of pupils' efforts and attainments.

The reputation which a youngster makes early in his school career is apt to cling to him throughout. The child may change, as most children do change. If he was bright at first he may lose that brightness. If industrious at first, he may become lazy. In like manner the pupil who starts in stupidly may wake up. In either of these events the pupil is very likely to keep on being judged by his reputation acquired in previous years. Sometimes a child is helped or hindered by the reputation of an older brother or sister.

When a pupil is down, it is hard for him to climb. When he is up, it is hard for him to stumble and fall. Fond parents have been known to obtain high grades for their young hopeful by reminding the teacher, after a low mark had been earned and given, that the child was not in the habit of receiving low grades! On the other hand, a boy who has once impressed his teachers that he is slow or indifferent has a hard time getting credit for anything he does that is above the ordinary.

But, of course. I am not talking about your school, or your classroom. Nothing like that could occur there—now, could it?

Anson W. Belding

Associate Editor.

Education in Maine

By AUGUSTUS O. THOMAS

State Commissioner of Education, Augusta

MAINE is characteristically rural. While there are small communities with urban activities, over 60 per cent. of the people live in the small country places. The 33,000 square miles of territory and the 768,000 people —a population of twenty-three to the square mile—indicate quite accurately the situation relative to the spread of population. When it is taken into consideration that Maine has but one city of over 30,000, and not more than four cities of over 25,000, one begins to understand the openness of the country and the problem in education. In order to visualize the state more clearly and to get a more accurate impression of it, it is necessary to picture the broad open expanses of field, as may be found in Aroostook County, and which makes this the greatest potato county in America, the great stretches of blueberry barrens in Washington County with the world's greatest blueberry market, the orchards in Oxford County, small, but numerous, patches of sweet corn, the most luscious to be found anywhere, numerous canning factories for corn, peas, berries and other rural products. In addition to this there are the little villages scattered along the numerous water courses where falls occur and where water power is generated to support mills of various types. There are cotton and woolen mills and mills for the manufacture of hardwood novelties, pulp, paper, boots and shoes, toothpicks, and other articles. Thus, the population is divided in about three equal parts—one part receiving their substance from agriculture, one-third from manufacturing and the remainder from commerce and trade, the professions, fishing and numerous other activities.

Maine has vast areas of forest land, small areas virgin, but much of it of second growth, with a smaller growth of soft woods and some fifteen billion feet of standing hard wood. The formation of the state is largely glacial, which accounts for the fingers of land which reach into the sea and the islands which stud the mouths of bays here and there standing sentinel to the mainland. Maine also has approximately 3,000 lakes with a thousand rivers, many of them short and rapid, with the three principal river systems of Androscoggin, Kennebec and Penobscot; a chain of lakes along Grand Lake Stream, and the Allegash, with the great reservoirs of Moosehead and Rangeley.

About the shores and back in the inland villages along the little streams are the fine old houses bearing the stamp of the early nineteenth century, spacious, inviting and comfortable, and of a type which can be found nowhere else but in New England. The people of Maine are perhaps the purest of the old original stock of the Pilgrims and Puritans that can be found anywhere in any state in the Union, with a small sprinkling of foreign born and foreign parentage, mostly French Canadian, making up a population of from 110,000 to 115,000. These people are fairly centred in Northern Maine along the St. John River, which was early settled by the Acadians when driven out of Acadia, or in Lewiston, Biddeford and Sanford, our great textile centres. This is the setting and this the stock upon which is built the public school system which seeks to solve the problem of its own condition and environment and to build schools commensurate with the needs of the people and which will serve them in the highest capacity.

The school age is from five to twenty-one. Every child is accorded the right to go to school and to secure an education. The state would prefer to support the parent in emergency and allow the child to attend school rather than to keep the child out of school to support the parent. Maine is especially careful of the foundation of her social, political and industrial structure. Under her school organization Maine presents a system of close supervision. The 520 towns are formed into 140 school unions for administrative work and supervision, giving a supervisor from thirty to fifty schools for his dominion. This enables the superintendent to give close supervision. Schools are administered by boards of education called superintending school committees, one for each town, and three members to each committee. There is no school district in Maine less than a township in area. This has enabled the process of consolidation to take place on a gradual scale until practically every town has some consolidation from partial to complete. There is only one high school to a township with one or two exceptions. In the West these would be called consolidated high schools. They are merely centralized in our state. Superintendents are selected by joint committees made up of the committees of the towns which form the school union or district. Superintendents may be elected by the joint committees with the approval of the Commissioner of Education. The joint committee fixes the salary, but the state pays one-half or approximately so. The Commissioner of Edu-

cation has direct jurisdiction over supervision, and by law advises and directs school officials in the discharge of their duties.

The State of Maine spends about $12,000,000 a year on her school population. Not so bad for a state with only three-quarters of a million population. Approximately one-third of the cost of maintaining schools is provided by a state school fund which is distributed on principal teaching positions and on aggregate daily attendance with $3.00 per capita on school census as a means of adjustment. Then this state school fund has a fair-sized equalization fund for towns of high tax rate. There is also a free mobile fund in the hands of the Commissioner to be applied to any progressive educational movement which he may deem worthy and in co-operation with towns not promoting the same. The rest of the finance is made up by taxation on the towns of the state. There is no limit to the amount that may be raised by the towns.

Maine has the full equity of progressive educational legislation which standards of efficiency in state administration require. Among these is a contributory pension act for teachers supplementing a non-contributory act for teachers who taught before 1924 and which takes the place of accrued liabilities. A compulsory education law requiring all pupils of sound mentality to complete the eighth grade of the common schools, or its equivalent, and to attend school between the ages of seven and fifteen, all of the time school is in session. There are at present less than one hundred pupils out of school on work permits. A state-wide system of industrial and vocational education, including agricultural high schools, a system of evening schools, in which there are enrolled one-third as many adults as there are persons attending all the free day high schools of the state. These night schools include work in vocational subjects, citizenship and classes for illiterates.

We have a state-wide physical education law in which the state contributes fifty per cent. for directors and supervisors and health education. We have approximately one hundred school physicians, fifty school nurses, and forty-four directors of physical education.

Maine has a progressive teachers' certification law which will make possible by 1930 to have a trained teacher for every group of children. There are six normal schools and training schools being rapidly advanced to first-class institutions in adequate buildings and with well-trained faculties.

Our laws require all school buildings repaired or constructed to be approved by the Commisisoner of Education and the Commissioner of Health, to carry out the campaign that is being waged in the state for fresh air in the schools and for proper light, heat and sanitary conditions. The Commissioner of Education is authorized to provide plans and specifications for buildings up to and including four rooms.

Maine has undertaken to establish a rural teaching profession. The law permits the selection of one hundred outstanding rural teachers each year to be taught at the state's expense in the state training school, the state paying the board, transportation and other charges. These teachers who return to their towns to teach are given a state bonus at the end of the year of one-fourth of the salary they have earned.

Maine has made a state-wide survey of crippled children and established a series of ten clinics with orthopedic experts to examine the children. A large portion of these defects are now remedied.

Maine has completed a state-wide survey of illiteracy and has undertaken in connection with the National Federation of Women's Clubs to reduce her present illiterates to the minimum by the 1930 census.

During the last year a complete survey was made of all of the freshmen entering the Maine high schools and intelligence and educational tests were given. Plans are being formulated for segregating children of low mentality and giving them differential instruction.

Maine provides free educational facilities in high schools for all the children of the state. It has rapidly advanced in centralized schools; putting on advanced types of transportation which conserve the interests of the children. The last ten years has seen the equitable investment in the state trebled and fine new country schools are everywhere in evidence.

The increased cost of education in Maine has impressed our teachers with the necessity of giving increased efficiency and instruction as a just return to the citizens who have faith in education. No state in the Union graduates a higher percentage of her young people from four-year courses than does the state of Maine. Maine is struggling with her own problems; is not in competition with any other state in the Union, but is putting forth her best efforts to provide a system of schools which will be commensurate to the needs of the people.

Presbyterian delegates to the San Francisco meeting received $185,000 for mileage and expenses. Religious conventioning makes educational conventioning look like small business.

Teacher Participation in Administration

By W. Q. BROWN

Cincinnati, Ohio

THIS year the Cincinnati Club of Elementary School Principals has been studying the opportunity of their classroom teachers to participate in the administration of the elementary schools.

Such a study looks in two directions. First, it lines up with a marked trend of the modern social and industrial development by which leadership in any group is shared among the individuals of the group rather than assumed by any individual. Second, it suggests a possible relief to the elementary principal torn now by many and conflicting calls to service. There is the growing demand for community leadership. There is new emphasis on the responsibility for the supervision of teaching. There are the many administrative details of a business concern involving a large capital outlay, an important payroll and an output affecting hundreds of individuals. Finally there are manifold clerical duties which multiply so rapidly in a city system. In Cincinnati these latter have hitherto been almost entirely the burden of the principal alone, as the Board provides no clerical help in the elementary schools. Most of the larger schools have assistant principals, but these have generally, until the last year or two, been loaded with almost full time teaching duties; so the Club's committee on administration and supervision undertook this study partly to secure adequate data for approaching the Board with the request for clerical assistance.

Each elementary principal was asked to report the total hours per year spent by classroom teachers in performing administrative duties for the entire school. Time spent in performing such duties for her class alone was not to be counted. Forty-six schools contributed to the report, representing about sixty-five per cent. of the teaching force and pupil enrollment of all the elementary schools of Cincinnati, having strictly academic work.

There were fifty-three items covered in the report. The committee classified these activities, giving after each item: First, the total hours of teacher time devoted to directing this activity for the whole school; second, the number of schools checking that activity as being partly or wholly delegated to the classroom teacher.

The details of this report will be published in the bulletin to be issued soon by the Department of Elementary School Principals of the Ohio State Teachers' Association. Some of the most interesting findings are given here, trusting that further study of this topic by other groups of principals outside of Cincinnati may soon be available for comparison.

In strictly clerical work most schools showed little attempt to secure the participation of the classroom teacher; thus only three schools had teacher assistance in preparing the payroll; only two in caring for the pupil records of the entire school; only three in making reports to the attendance department. The reasons given for so slight a demand upon the teachers varied greatly. One principal felt that he could not entrust these activities to teachers. One believed that the worry "about clerical work, etc., was a state of mind more than anything else." Many said that they felt the need of freeing the teacher of all duties in order to leave her time to teach. This gave rise to an interesting discussion in the Club, as to whether it is more necessary to school welfare that the teacher be freed from clerical duties so that she may teach, than it is that the principal be freed so that he may supervise teaching.

Under the classification of Extra-Curricular Activities some surprising results were tabulated. It appeared that teachers were sharing in directing the assembly for the entire school in but eight schools. This was partly explained by the fact that in one or two of the larger schools auditorium directors handled this as their regular work. Teachers participated in directing Boy Scouts or Girl Scouts in but five schools. A grave question might arise here as to the loss of opportunity to connect the school with this great welfare movement.

Another feature of administration very little shared with teachers appeared under the head of Determining School Policy. Only three schools checked under this head the item Determining the Principles Governing Home Study. Only one checked the item, Determining a Philosophy of Education for the School. Here surely is opportunity for the substitution of group control for individual control.

As might have been easily forecast School Government and Discipline was the group of activities in which classroom teachers most heavily shared in administration. Very few schools failed to check some item under this classification and the number of hours per teacher devoted to the administration of such activities was comparatively very large. The oversight of playgrounds, halls and stairways stood out as the big item in the list.

The median demand upon each teacher for administrative responsibility appeared to be but twenty-two hours per year, which means little more than six minutes per day. It may fairly be assumed that a reasonable increase would be a great gain to the school and a gain, rather than a loss, to the teacher. A proper adjustment here is certainly not to be arrived at by mere opinion; and, upon a proper adjustment depends partly both the emancipation of the principal and the proper evolution of the school.

Shift Emphasis in Education

By PAUL C. STETSON

Superintendent of Schools, Dayton, Ohio

THERE can be no more important problem before us than the revision of the curriculum. Upon the successful accomplishment of this rests the success of many recent educational movements. An example of this is the junior high school. It has quite met the prophecies of its most ardent proponents in some respects, but it has not contributed much from the point of view of the improvement of the materials of instruction. Unless this is done the junior high school will not make its real contribution to educational progress.

The curricula of the elementary schools throughout the country have been rather thoroughly revised; many cities, notably Denver, have made rapid advance in this work. The senior high school curricula, however, remain in a chaotic condition. It is significant that the National Commission on the Curriculum, of the Department of Superintendence, is devoting its next Year Book to the question of the proper materials for instruction in our senior high schools.

Because many of the problems of the revision of the curricula in the elementary schools have been solved rather successfully, and because the need for a scientific revision of the senior high school courses of study is so apparent, I shall confine this discussion to some of the problems of the curricula in our secondary schools.

Beginning about fifteen years ago there came a very decided reaction against the narrow classical curricula of the '90's. This reaction made rapid progress, and reached its peak in the widely diversified and elective curricula found in the majority of our schools at the present day. Several causes have operated to bring this about.

Among the more important of these were the demands made upon the school by thousands of additional pupils needing a type of education of which the earlier secondary schools never dreamed, and which they were utterly inadequate to furnish. From being a selective institution, the high schools became almost as inclusive as the elementary schools. In 1890 there were in the United States approximately 200,000 pupils in our traditional four-year high schools. The last report of the Commissioner of Education at Washington indicates that there are now nearly 4,000,000 enrolled in grades nine through twelve. Undoubtedly this growth was caused in part by the war, which placed renewed emphasis upon the value of formal training. We all of us remember the great influx of pupils during and immediately following the war.

Another cause for the increase in enrollment was the legislation adopted in many of our states which made attendance during the first two years of the traditional high school practically compulsory.

The Research Bulletin of the N. E. A., Volume 4, Number 4, shows that, from 1890 to 1924, the percentage of increase in our public high school attendance was 2,465, whereas the percentage of increase in our public elementary schools was 156. This bulletin also brings out the fact that forty years ago 1.1 per cent. of the total enrollment was in the high school, while in 1926 14 per cent. of the total enrollment was in the high school. Forty years ago the average number of days attended by each child (ages five to seventeen) was 53.1. In 1926 the average number of days attended by each child (ages five to seventeen) was 109.6.

A second reason for the reaction against the traditional curriculum is to be found in the junior high school movement. Not only did the junior high school succeed in its objective of bridging the gap between the eighth and ninth years, but it also presented peculiar curriculum problems. Enough changes were made in the courses of study in English, mathematics, and foreign languages in the junior high school to influence, to a considerable extent, the courses of study in those subjects in the senior high school. Obviously pupils who had had

the advantage of an enriched course of study in the junior high school would demand a similar enrichment in the senior high school. While the influence of the junior high school in this regard may not have been large, it has been a factor.

A third reason for the enrichment of the curricula of our senior high schools is to be found in the demands of outside agencies. It would be of interest if some candidate for a higher degree in one of our colleges of education were to find out just how much of the so-called enriched curricula came from the ranks of school teachers, and how much came because of pressure of outside agencies.

It is not an easy task to resist the demands of outside agencies, particularly when boards of education and superintendents realize that, in the last analysis, they must depend upon these groups for continued financial support.

A splendid illustration of this is the demand upon our schools for time to be devoted to week-day religious instruction. This is a splendid thing in itself, but it takes time from the regular school work. Undoubtedly these minority groups have influenced to a considerable extent the broadening of our secondary school curriculum.

The report of the committee on the Reorganization of Secondary Education is a fourth reason why the curriculum has been so diversified. To meet the objectives set forth by this committee a much broader curriculum was necessary. Obviously a type of high school which served primarily as a passage-way to college could not meet the vocational and home-making objectives set forth in this report. Too much emphasis cannot be given to the importance of the work of this committee in modifying secondary school curriculum procedure.

A fifth reason, while not so important, has operated with considerable strength. That is the desire on the part of boards of education and school administrators to be classed as "progressive." Once the movement for an enriched high school course of study was well under way, many communities copied the work of other cities so that they, too, might be placed in the class of the "progressives." In many cases courses of study which suited one community were taken over bodily by another, regardless of whether they could be adapted to the needs of the latter community.

The results of this broadening process have been extremely important. It has meant, in the first place, a break with the classical training of the past. To all intents and purposes Greek has completely disappeared from our high school courses of study. Latin still remains, although it shows the effect of the battle which has been waged against it. Social science has, in many places, replaced the history which was formerly offered, and which consisted largely in the study of past events with little or no application to modern conditions. Mathematics has felt the impact of these new ideas. On the whole this result has been a good one, although there is much in the classical type of curriculum of value, and much that should be retained.

A second result has been to make the courses of study in our secondary schools more democratic by offering an opportunity to all the students to have a part in the educational process. It became obvious even to the most traditional schoolmaster that the needs of these thousands of boys and girls who were entering our high school could not be satisfied with the existing courses of study. The high school ceased to be only a vestibule to college. It became, for the first time, in fact as well as in theory, the people's college. A broadening of the opportunities offered in the various courses of study came as a logical result. This was a commendable thing.

Then again the breaking down of the purely classical curriculum made possible the introduction of modern science. No longer is science taught from a textbook, and by lectures; but is presented through the laboratory method. The value of scientific and vocational subjects was recognized as a means not only of technical training, but of cultural development. We found, to our surprise, that technical and scientific courses had a cultural value—a momentous discovery.

Other good results could be given which have come from the broadening of the curricula in our secondary schools. Those cited, however, indicate something of what this movement has meant to modern education.

In the annual report of the superintendent of schools in Dayton for 1880 the high school course of study consisted of the following subjects: Latin, German, algebra, and general history for the first year, with a substitution in the last quarter of physiology for algebra, and botany for general history. The second year the pupil might take geometry, Latin, German and philosophy. The third year he could add to Latin and German, Greek, trigonometry, astronomy, and rhetoric. The fourth year he would be offered, in addition to the three languages, chemistry and English literature. A note is made to the effect that, when Greek is taken, science is dropped.

In 1927 the course of study in the Dayton high schools consists not in one course, but of seven courses—college preparatory, college preparatory in engineering, general, co-operative

industrial, co-operative retail, commercial, and co-operative commercial. The general course serves as illustrative material. In the general course in the ninth grade the pupil is required to take three subjects, and may elect one from twelve electives. In the tenth year he is required to take one subject, and must elect three from a field of fourteen electives. In the eleventh year one subject is required, and the pupil must choose three from nineteen electives. In the twelfth year two subjects are required, and he must elect two from fifteen electives. These electives in part are academic subjects, manual arts, home economics, with band, orchestra, oral expression, printing, retail selling, theory of music, astronomy, and art appreciation.

Some candidates for graduation from our high schools offer for credit what would seem to the schoolmaster of a generation ago a strange assortment of subjects. Students graduate who depend for their diplomas upon their credits in band, community activities, history of music, art appreciation, printing, etc. Some of these credits are only for half a year, and some for one-fourth a year's work. It becomes a problem in fractions to graduate them. The situation is so acute that Dr. Pritchett is quite right when he says that the modern student should be exhorted to "save his credit coupons and get a diploma."

With this broadening of the course of study have come some problems which should be considered by every superintendent. One of the most perplexing is to find teachers competent to handle such wide and diversified curricula. In their training the emphasis has been placed upon methods rather than upon subject matter. The teacher, of course, should be trained in methods. She should certainly know how to present a subject which she is expected to teach, but no teacher should be appointed who has not a thorough mastery of the subject matter to be taught.

Sound scholarship is essential to the success of any teaching. We must place less emphasis upon the credits which the teachers earn in job lots through summer school work and extension activities, and more upon the actual work they have done in preparing themselves to teach specific branches. We should have teachers who have had real intellectual training.

A second question for study is the time taken to complete our public school course. The student in an American public school today, provided there is a kindergarten, spends seven years in the elementary schools, six years in the secondary schools, four years in college, three years, at a minimum, in a technical school, and two years in getting started in his profession. If he enters school at the age of five, and is not detained on the way, the average young man or woman is twenty-seven or twenty-eight years old before beginning his actual life work. This is much later than those who graduate with equally as good preparation from the European schools.

Some way must be found to reduce the time spent in formal training. If the slack in our present courses of study were taken up, and if the groups were re-arranged upon an ability basis, it should be possible to reduce for the "A" group the time required to complete the courses of study.

The broadening of the courses of study has to a large extent served to increase rather than to decrease the time taken to complete our formal schools. If some of the water could be squeezed out of our educational stock much time could be saved.

Perhaps, however, the most serious side of the secondary school curriculum is its chaotic condition. It lacks unity and coherence. The emphasis is upon credit, not upon course completion. Subjects and teachers are changed at least once a year, and frequently at the conclusion of each term. At the mid-winter promotion the principal, in order to make his elaborate organization function, must re-assign many groups of pupils and teachers. It is a rare thing for a pupil to have the same teacher for more than one school year, and it is almost as unusual to find the student who has pursued any subject with any degree of consistency.

One can not discuss any phase of the secondary curriculum without coming squarely against "college domination" over the various courses of study. It may be true that the colleges are reactionary in their attitude toward a liberalizing of the high school courses of study; that they have been a factor in keeping alive the classical tradition; and that they have not, or cannot, realize the changed social problem which the present-day public schools must meet. For the benefit of the few they have been accused, and perhaps justly, of forcing all through the same scholastic treadmill. All of these accusations, and some much more vitriolic, have been made time and again against the colleges. Undoubtedly they have erred upon the side of conservatism; it may be they have been a deterrent to the progressive tendencies of the schools, but their account is not all in "Red."

The colleges of the East, as we feel in the Middle West, have been more uncompromising in their attitude toward a liberalizing of the high school curriculum than those of the Middle West. With many of their rules we are not in sympathy, but we do recognize their real contributions to higher scholastic ideals. It should be possible to approach this question

without recriminations, and with mutual understanding.

Changed and enriched courses of study for our high schools are to be welcomed. As Dr. Kilpatrick has so eloquently pointed out, our schools must be organized for the changing civilization. It is not against this, but rather against an impoverishment of our curriculum that we must be on our guard.

A diversified and enriched curricula is much to be desired, provided that the enrichment is real and not spurious. A liberal education, however, is not sampling odd bits of information and half learning a few elementary vocations, but lies rather in acquiring the habit of and the ability to do a certain amount of independent thinking. Israel Zangwill called us the best half-educated people in the world. Half education obtained through the pursuit of half and quarter credits in dramatic art and bricklaying is not a liberal education. We may have made the mistake of having attempted in our courses of study not too little, but too much. We should discontinue "enriching the curricula" of our high schools by including subjects of little or questionable intellectual worth, and add only those which will contribute something to the intellectual lives of the students.

The shift in our emphasis must be from hastily adopted and poorly organized courses of study to those which have real intellectual content; from our present haphazard organization of courses to a curriculum which possesses unity and coherence; from the mistaken idea that the imparting of information on many subjects is equivalent to a liberal education to the realization of the fact that the real purpose of an education is to develop a capacity for initiative and independence in thought and action.

Function of the Secondary School

By EMERY N. FERRISS
Cornell University

THE function of the secondary school in rural education is to offer every normal child in the community of secondary school age an opportunity through activities directed by the school to discover himself, to develop his individuality, and to fit himself, within the limits of the secondary-school period and his capacities for growth, to engage understandingly, sympathetically, and efficiently in the everyday activities of individual and group life. In fulfilling its function the secondary school in rural education has two major responsibilities. Its first responsibility is to educate the pupil in terms of the common interests and activities of men today; to promote integration and the acquirement of those elements of knowledge, those abilities, habits, attitudes, and ideals making for intelligent living under present-day conditions in the things that people commonly do. Its second responsibility is to offer the pupil opportunity for developing his special abilities and aptitudes, interests and purposes. What we really need to develop in this country are individualities possessed of social intelligence and habits, attitudes and ideals of social service. The rural community needs individuals who have social sympathies, understandings and ideals but who have in addition special abilities and interests which can be capitalized upon by the community in promoting its general welfare.

A secondary school for rural communities meeting its responsibilities effectively must be based upon the results of scientific research. The most urgent need of the small high school at the present time is the accumulation of data gathered as carefully and scientifically as possible as the basis for the solution of its many problems. In no other way can these problems be adequately solved and a secondary school be developed that will accomplish the most for rural children.

Chums

BY JAMES W. FOLEY

He lives across the street from me, an' his mother takes in washin',
Cuz they're poor as they can be.
But every night he brings his slate, an' then I do his sums,
An' help him get his lessons straight,
Cuz him an' me is chums.

His clothes ain't quite as good as mine, but I don't care for that,
His mother makes his face just shine, and I lent him a hat,
An' every morning just by rule, when nine o'clock it comes,—
He takes my hand, and goes to school,
Cuz him an' me is chums.

Nobody better plague him, too, no matter if he's small,
Cuz I'm his friend for tried and true,
And that's the reason all the boys don't dare to plague him.
Cuz I just wait until he comes, and he walks close to me, he does,
Cuz him an' me is chums.

He fell and hurt hisself one day, the summer before last,
And that's what makes him limp that way an' not grow very fast.
So when I get a piece of pie, or, well, maybe it's nuts or plums,
I always give him some, cuz I gets lots,
And we're chums.

And when it's nuttin' time we go, an' I climb all the trees,
Cuz he can't climb, he's hurt, you know,
But he gets all he sees come droppin' down,
An' my, he's glad! An' when the twilight comes he says
What a fine time he had,
Cuz him an' me is chums.

But my, his mother's awful queer, cuz when we're home again,
She wipes her eyes a great big tear, an' says: "God bless you, Ben,
The Lord will bless you all your days, when the Great Judgment comes,"
But I says: "I don't need no praise.
Cuz me an' him is chums."

—Exchange.

We Want to Know

By DOROTHY MEIR
Teacher of Biology, Belmont, Mass.

AT THE present time we are quite familiar with lists of questions in books and newspaper columns which are intended as a test of one's knowledge. College professors, ministers, actresses, and people in almost every occupation try the quizzes. The tests are on various subjects, with such questions as "In what book is Carol Kennicott a character?" "In what State was the first school for the blind?" and "When were boxing gloves first introduced into America?" These questions are prepared mainly for the diversion and the curiosity of the reader of the periodical or book. But here is a list of questions asked by high school pupils in biology and elementary science classes. The questions were asked quite naturally while discussing various topics connected with the lessons. They are questions the pupils wished to have answered. How many of this list of twenty-five questions can you answer?

1. Do birds and other animals have a language of their own?
2. Does gravity have effect outside the limits of air?
3. What is the theory of evolution?
4. What causes high blood pressure?
5. Why do the eyes of animals glow red or green in the dark?
6. How was it possible for Houdini to stay in a box under water?
7. Is tuberculosis catching?
8. How does the time of day in England compare with the time of day in Massachusetts?
9. Why do some cells of the body act as muscle cells and other cells act as brain cells?
10. Is it harmful to take aspirin?
11. What is electricity?
12. Is man an animal?
13. How does the cool air leave the room and leave space for warm air in a room heated by hot air?
14. Has the appendix ever had a function?
15. How do fire extinguishers work?
16. What is the theory of reincarnation?
17. If warm air rises why do we have snow on mountain tops and none at sea level?
18. What causes the heart to beat?
19. If an earthworm is divided into two parts will both parts develop into living worms?
20. Can you make a vacuum with water as you can with mercury by inverting a tube of it in a dish of water?
21. What causes second wind?
22. Can an insect see with its five sets of eyes?
23. What causes fits?
24. Do jelly-fish have blood?
25. Are the adenoids of any use?

Desire

BY OLGA ACHTENHAGEN
Appleton, Wis.

I would I were a vagabond at springtime of the year,
I'd take my leave of hearth and home with never a sigh or tear.
I'd heed the call of wanderlust that leads from peaceful vale
To rugged realm of mountain height—I'd follow ever the trail!

Brown of the road, blue of the sky,
Wind from the west, white cloud flitting by,
Brown of the hills, blue of the sea,
A gypsy life is the life for me!

And if I were a vagabond at springtime of the year,
Oh, best of all I'd like the hour when twilight time draws near,
The hour when flickering camp fires cast a crimson glow of light
In shadowy heart of forest green to herald coming night.

Sunset of flame, fires burning low,
Soft blue haze of the afterglow,
Close of day, bringing dreamless rest,
Light of the stars, and end of the quest.

—Education.

Luther Burbank

ONE of the best things Luther Burbank wrote was "Training the Human Plant," and he will live longest in the appreciation of the children. At his birthday, March 7, the Luther Burbank School of Santa Rosa had appreciations from the pupils, from a few of which we quote:—

Bobbie Farris: "We had Luther Burbank every Arbor Day, but this Arbor Day we cannot have him with us. Many people will plant trees in his honor. It is a great day for the whole United States."

Louise Hanson: "Luther Burbank was a man who loved children. Every time I saw him crossing the street, he would smile and say 'Hello!' His hair was like snow, but that only made him look kinder. He loved flowers very much. The thing I liked best were his roses. He is buried under the tree he planted himself."

Marian Mayes: "Luther Burbank was a friend of mine, and in a picture I was taken with him. I liked to be with him when I could. Everybody that asks me about Luther Burbank, I am proud to say that I knew him. I was not here when he had his last birthday, and I was sorry not to be here."

Howard Moon: "Luther Burbank is the hero of Santa Rosa. He has made all children love him. We have planted many trees in honor of him. He did not live far from our school. March 7 was his birthday, and we celebrated it in the same old-fashioned way, although he was not with us."

Wins $2,000 Prize With Sea Story

A SEA story by a great-granddaughter of Commodore John Rodgers of the U. S. S. Constitution has won the prize of $2,000 offered by Little, Brown & Company for the book most suitable for inclusion in their series, "The Beacon Hill Bookshelf for Boys and Girls." The winning story, "The Trade Wind," by Cornelia Meigs, of Keokuk, Iowa, has been chosen from nearly 400 manuscripts submitted in the contest, the publishers announced. In addition to the prize of $2,000 Miss Meigs will receive the royalties on its sale when it is published in book form by Little, Brown & Company on September 1. "The Trade Wind" will be the fifteenth volume in "The Beacon Hill Bookshelf," which consists principally of new editions of established favorites with young people. "The Trade Wind" is the story of a boy in the romantic period just before the Revolution.

The judges in the contest were: Ruth G. Hopkins, librarian, Polytechnic Preparatory School, Brooklyn; Clayton H. Ernst, editor, The Open Road for Boys, Boston; and Bertha E. Mahony, director, Book Shop for Boys and Girls, Boston.

Miss Meigs, who was born in Rock Island, Illinois, is a graduate of Bryn Mawr College, 1908. She was five years out of college, and a teacher of English in St. Katharine's School, Davenport, Iowa, when she began writing. Miss Meigs' greatest interest has been the sea. She says: "While my sisters made up games having to do with Robin Hood and Little John, with emigrants crossing the prairies, I was playing long games of my own that had to do with ships. The stories which I heard about my great-grandfather and his children all turned my thoughts to seafaring. I was nine years old before I first saw the sea, and I have, since then, spent as much of my time near it as circumstances would allow. I keep my papers and manuscripts in John Rodgers' little green sea chest that went with him to the wars and back again, and whenever I take up my pen to begin a new piece of work, the spirit of the old Commodore seems to whisper in my ear: 'Let it be about ships.'"

Rest from a past effort is entirely different from resting for the next effort.

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Northwestern Students Stand Faculty in Corner

Students at Northwestern were distressed to report that some of their professors were not giving proper attention to the curricular activities, were distracted by campus activities and were jealous of each other—and, therefore, the undergraduates were in effect forced to place certain of the faculty on probation. This was the sum total of a report to the student body by a committee of eight sophomores and seniors, who also noted indulgence in personalities and bickering among faculty members who were sharply ordered to mend their ways. Six months of labor had gone into the investigation, resulting in a twenty-three-page report containing much criticism and several recommendations couched in the language a dean uses toward an erring student.

Education in Thrift For Youth Is Urged

Bankers and educators agreed recently in New York City that thrift should be taught in continuation schools, on the ground that knowledge of how to manage one's personal financial affairs successfully is one of the most effective influences in the proper development of life and citizenship. They discussed this question under the topic, "Training for Economic Citizenship," at one of the sessions of the fourth annual conference of directors and supervisors of vocational education. Orrin C. Lester, vice-president of the Bowery Savings Bank, declared the intelligent understanding of money was an important social problem and a practical foundation for building good citizenship. "I believe the biggest social problem that confronts the people of any country," he said, "is the unintelligent management of personal incomes. We are world famous for our extravagance."

Boy's Pennies Provide Portrait for School

Pennies saved for months by a fourteen-year-old Italian boy have brought to the seventh grade room of the Dore Elementary School in Chicago a handsome oil painting of George Washington. The artistic eye of the lad, Joseph Esposito, told him the picture of Washington, which hung over the teacher's desk, was not all that such a picture could be. On frequent trips to the Art Institute he would repair to the original Stuart portrait of Washington. From sales of ice cream after school hours he saved $85 and upon his own initiative commissioned an artist to copy the painting. Joe was guest of honor when the portrait was hung.

Education Costs Greatest in Big Cities

Current expenses per pupil in average daily attendance in regular day schools during the school year 1925-26 amounted to $104.82 in thirty-five cities of the United States having 100,000 or more population, according to analysis of per capita costs in 247 school systems made by the Bureau of Education. Capital outlay for buildings and grounds was not included in the study, nor were interest charges. In the sixty cities of 30,000 to 100,000 population embraced in the survey the cost was $92.85 for each pupil in average daily attendance; in the 70 cities of 10,000 to 30,000 population, $85.38; and in the 82 cities of 2,500 to 10,000 population the current expense for each pupil in average daily attendance was $74.80.

How the School Came to Koyuk

A school to be established this summer in the Eskimo village of Koyuk, Alaska, by the Bureau of Education, is the outgrowth of voluntary work on the part of two native girls from Koyuk, who had for three years attended a government school in another village. Though only in the third grade themselves, on their return home the girls of their own initiative organized a school of thirty persons, children and grown-ups, none of whom could read or write. The community built a log schoolhouse, and there these sixteen-year-old girls taught for eight months without remuneration. Good progress was made by the pupils, and the bureau will establish a school with a regular teacher. Koyuk is located at the head of Norton Sound in Northwestern Alaska.

Refutes Proverb About Ministers' Sons

Ministers' sons in Yale University rank highest in both class rating and mental ability, as shown by recent analysis of returns from a student personnel survey of occupations of parents, conducted in the spring of 1926. Sons of ministers made the average mark of 79.6; lawyers' sons, 77.9; the combined professions of teaching and ministry, 77.8; medicine, 77.3; business, 76.1; engineering and science, 75.8; writing and artistic professions, 74.2; all others, 75.2. The mental test ratings were: Ministry, 63; writing and art, 62; law, 57; teaching, 55; combined professions, 55; medicine, 53; engineering and science, 50; all others, 51. In the number of hours devoted to study it was found that lawyers' sons put in the longest hours, and sons of writers the shortest.

Course in Ditch-Digging Given at State College

Flunked in mathematics, the college wag of days gone by remarked: "Well, I can at least earn a living digging ditches." This year ditch-digging became a regular collegiate subject at Michigan State College. But not the old back-breaking method—this course is one in methods of excavation by explosives, and if L. J. Livingston, instructor, is rightly informed, it is the first time the subject has been offered as a regular part of an agricultural college education, although both Michigan State and the University of Wisconsin have taught the work in short courses.

Workers Earn Right To Enter University

Sixteen young men employed in a steel plant at Granite City, Ill., completed a four-year high school course at the company's school and received diplomas with the graduating class of the Granite City Community High School at its commencement exercises. This entitles them to admittance at Illinois University. This is the largest number ever graduated from the company school and is unique, in that these young men received their education at the company's expense while working in the shop and learning a trade.

Parent-Teacher Work Shows Great Advance

Parent-teacher associations have developed in the past five years from less than 200,000 members to more than 1,000,000 in what is now called the National Congress of Parents and Teachers, according to Mrs. Margaretta Willis Reeve, of Philadelphia, president of the national organization. While the progress has been especially rapid in this period, the idea of parent-teacher co-operation goes back about thirty years. State branches now exist in every state except Nevada, and there are also branches in the District of Columbia and Hawaii. There are 197 local organizations in Massachusetts with a total membership of almost 12,000, placing this state first in New England and twenty-third in the country.

School Positions Reversed For Husband and Wife

For the past two years Charles J. Behrens has been school superintendent in Comstock, Texas, and his wife has been teaching in school under him. At a recent meeting of the Comstock board of trustees Mrs. Behrens was elected superintendent, and Mr. Behrens was chosen as her assistant, reversing the former order. The couple will accept the new arrangement, Mrs. Behrens has announced. A member of the school board explained that a situation existed in the Comstock school which it was thought a woman's diplomacy was required to handle.

Would Put College Costs on Students

Representing a family whose gifts to education have far exceeded the contributions of any other group in the world, John D. Rockefeller, Jr., acting as presiding officer at the commencement luncheon of Brown University, sounded a warning that the day of direct endowments to meet the vast sums required by privately supported colleges and universities is reaching an end. The time has come, he said, when students, except those contemplating a career as teachers or ministers, should pay in full for the cost of their education. Students, Mr. Rockefeller said, pay only about one-half the expense of maintaining the privately supported colleges and universities they attend. The parents of a considerable minority, he declared, can well afford to pay the full expense of educating their sons. Mr. Rockefeller advocated establishment of student loan funds for students unable to pay in full; loans to run, with or without interest, for ten years from the date of graduation.

TREND OF THE TIMES

SWEEPING CHANGES in the constitution of the House of Lords tending to rouse the upper chamber of the British Parliament from the political lethargy in which it has lain ever since its power was curtailed sixteen years ago, were outlined recently by Lord Chancelor Cave, speaking for the government. Nomination by the sovereign of a limited number of members for a period of twelve years to provide representation of Laborites and other parties is part of the plan. The government also proposes to reduce the number of members by the election from the ranks of hereditary peers of a fixed number to sit for twelve-year periods.

MOTOR VEHICLES in operation throughout the world at the beginning of 1927 totaled 27,650,267. This includes passenger automobiles, trucks and busses. The increase over the preceding year is 3,176,368. United States accounts for 22,137,334 or about eighty per cent. of the world's registrations. The United Kingdom ranks second with 1,023,651 registrations.

PAPER MONEY will be one-third smaller. This is in keeping with the treasury department's economy move. The change will affect bills of all denominations except national bank notes. This is the first sweeping change in the size of paper currency since the Civil War. The change is expected to save the government $2,000,000 a year, as the smaller bill costs one-third less to print than the large one.

MAN'S WAR on disease sweeps on to victory, declares Dr. Thurman B. Rice of Indiana University School of Medicine. "In the conquest of disease lately undertaken by the hosts of science we have never lost a battle, though not a few are yet to be won. In the relative security from disease which characterizes the twentieth century it is all but impossible for us to comprehend the extreme distress, fear and suffering that held sway in the days of ignorance and pestilence," he says.

ROME BOASTS that it has grown in the last five years more than any other city in the world. In 1922 the population was 660,000. Today it is estimated at 800,000. Streets within the city have increased in area sixty per cent. since 1922. Street car trackage has been doubled as well as the number of passengers carried. In the last five years houses aggregating 100,000 rooms and valued at 2,000,000,000 lire have been built. Equally great strides have been made in sanitation, sewers, water, gas and electricity, schools, gardens and parks.

CONGRESSIONAL BILLS and resolves introduced during the last session totaled 25,000 and scarcely 1,000 were enacted into law. Representative Tilson estimates that the failures saved the taxpayers $600,000,000.

SNARE SCREENS for airplanes, built in Akron, Ohio, are being tested by the United States Army as a means of preventing passage of hostile aircraft over cities. Hydrogen balloons with suspended wires make a fence 18,000 feet high.

NEWEST REPUBLIC is that of Marchlewski, formed in Southern Ukraine out of fifty villages in which people speak mostly Polish.

UTILITY EXPERTS have computed that it would require twenty-seven street car rides a day to equal the average daily operating cost of an automobile.

WAR LOAN guarantee deposit of France having been returned from London, the gold-holding countries take this new ranking: United States, France, Great Britain, Japan, Spain, Argentina, Italy, Germany.

VASSAR GIRLS today are one and one-half inches taller and average in weight six pounds more than the Vassar girls of a generation ago. Their waists measure two inches more.

DISCOUNTING BILLS has saved the government $875,746 in the first ten months of the current fiscal year, according to Herbert Lord, director of the budget. This amount saved by prompt payment of bills brings the total to April 30 to $4,298,448 for the period of about four years since this has been practiced in order to curtail public expenses.

NOISELESS ERA is anticipated by the United States Bureau of Standards. It has begun an active research campaign in co-operation with public utility corporations and the aviation division of the department of commerce to reduce noises emanating from airplanes, street cars, automobiles, pneumatic hammers, ventilators, refrigator plants and other noise provoking devices.

The BOOK TABLE

JUNIOR HIGH SCHOOL MATHEMATICS. Seventh School Year, and for Eighth School Year. Each book by Harry C. Barber, Charlestown (Boston) High School, assisted by Helen M. Connelly, Rice School, Boston, and Elsie V. Karlson, Agassiz School, Boston. Cloth. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

The Junior High School has created a demand for wholly new books in some subjects of which Mathematics is especially evident. In this new school life no child can reach the Seventh Grade without a mastery of the indispensable features of number achievement, and in the Seventh, Eighth and Ninth will inevitably provide adequate practice to maintain accuracy in all indispensable use of number.

The business of Junior High School Mathematics is to carry number practice into new areas and activities, and the Barber "Junior High School Mathematics" provides abundant opportunity to adapt number sense in new fields. While he uses the senseless term "drill" from traditional association every time he uses the word he makes it clear that he means "practice" and not "drill," which is as different in its action as vitamines from calories, as making a home run differs from "striking out." The Barber "Junior High School Mathematics" has the "home run" atmosphere all the way through.

MY STORY BOOK. Picture-Story Reading Lessons, Series 11. By Nila Banton Smith, under the direction of Stuart A. Courtis, Ph. D., both of Detroit. Drawings by Elizabeth Tyler Wolcott. Cloth. Yonkers-on-Hudson, New York, 2126 Prairie avenue, Chicago: World Book Company.

In his admirable address at the Dallas meeting William H. Holmes had a thrilling illustration of the little fellow who could read "the whole darned book." The little fellow had learned to read anything and everything in the book because it was "My Story Book," by Nila Banton Smith, under the direction of Stuart A. Courtis. The stories are selected as the result of careful investigation of children's interest in reading.

Stories representing many types of children's literature were used as basic reading material with high first grade children. This investigation revealed the fact that the old folk tales made the highest appeal, but that realistic stories based on nature, health, and industry were almost equally interesting to children. Stories were selected as those having made the highest general appeal.. We must give the child experience in reading for many different purposes—not only for enjoyment, but for securing information, carrying out directions, organizing important items, and the other purposes for which reading is used daily.

The new words in each story are presented in accordance with a definitely organized scheme of developing ability in methods of attacking new words. These new words are woven into the story in such a way that the natural content of the story and the natural form of expression are constantly maintained.

We saw unbelievable attainments by First Grade children in Birmingham by the use of the Smith-Courtis plan.

THE SUNDAY-SCHOOL MOVEMENT AND THE AMERICAN SUNDAY-SCHOOL UNION 1780-1927. Cloth. 485 pages. By Edwin Wilbur Rice. 1816 Chestnut street, Philadelphia: The Union Press.

Most fortunately, Dr. Edwin Wilbur Rice, who has known the best Sunday School work of America longer and better than has any one else in the country, has been willing to take the time to review the unfolding of the Sunday Schools of the churches of the United States historically and enriching the early history with his personal knowledge of all phases of promotion of Bible teaching as he has known it officially for more than half a century. No one else could have written the story of the Sunday School as correctly and adequately as Dr. Rice has written it, and certainly no one could have given it. the choice personal flavor that he has given it.

It is significant that the greatest growth of the modern Sunday School has been in America. The membership in the United States equals that in all the other countries of the world.

The modern Sunday School was not new in its teaching, but was so new in form as to require a long campaign of education and a practical test of its value for a generation before it won the confidence of the public and of the churches. From the first it was advocated by Christian laymen of different creeds, aided here and there by clergymen who had the grace to perceive, and the grit and greatness to declare, that Christ's kingdom was larger and more important than any one or any number of sects into which Protestantism had divided.

THE CALIFORNIA CURRICULUM STUDY. (A Study begun under a grant from the Commonwealth Fund.) By William C. Bagley, Teachers College, Columbia University, and George C. Kyte, University of Michigan. Introduction by Hon. Will C. Wood. Cloth. 430 pages, (6 by 9 inches). Berkeley: University of California Printing Office.

In October, 1923, the county and city superintendents of California at their annual convention adopted a resolution asking the superintendent of public instruction to appoint a committee to consider ways and means of effecting a scientific reorganization of the elementary school course of study. Application was made to the Commonwealth Fund of New York for a grant sufficient to enable the state office to undertake the work. The Commonwealth Fund made a grant of eighteen thousand dollars to be expended for the purpose of bringing about a reorganization of the elementary school curriculum.

The research was conducted by Dr. William Chandler Bagley of Teachers' College, Columbia University, and Dr. George Cleveland Kyte, of the University of Michigan. The study was made chiefly for the purpose of effecting curricular reforms. The legislature of California in 1925 passed a law reducing the number of subjects required to be taught in the elementary schools from thirty-three to twelve, with provision for three additional subjects to be selected by local boards of education.

This careful and elaborate study eventuated in the preparation of this result of a searching inquiry as to what has been outgrown in the courses of study of the common schools. While there will be a difference of opinion as to the limitations placed on the functioning of the schools in the near future there can be no serious difference of opinion as to the importance of cleaning up and cleaning out much of scholastic sewage that had produced a professional "fatigue deposit."

SECONDARY EDUCATION IN COUNTRY AND VILLAGE. By Emery N. Ferriss, Ph.D., Professor of Rural Education in Cornell University. New York and London: D. Appleton and Company.

At the present time practically all social, economic, and intellectual levels are represented in the pupil population of the public secondary school. More

slowly, a body of theory as to the nature and purposes of secondary education in a democracy has been evolving. Every normal adolescent boy or girl should find in the secondary school educational opportunities suited to his capacities, interests and purposes, but in practice the principle is imperfectly realized, particularly in the small high school furnishing the educational opportunities for the youth of rural and village communities.

Cornell University has a reputation for honesty of purpose, for fearless loyalty to the maintenance of its scholastic and professional standards, and for creating and magnifying educational devotion to ideals not surpassed to say the least by any other American institution of higher education, and Professor Ferriss has held this banner high from first to last. He strenuously insists that it is possible to give to country boys and girls as good secondary education as city students get.

No writer on this subject has demonstrated a more masterful, intimate acquaintance with what is being done and what has been and what has not been done for adolescent boys and girls in rural villages, and certainly no one has been a more intelligent student of the trend of the education of boys and girls in the seventh and eighth, ninth and tenth, eleventh and twelfth school year.

Although its curriculums and standards became in a large measure those originally designed for a select body of youth, the high school grew rapidly in popularity. By 1900 there were over 6,000 public high schools with an enrollment of over one-half million or approximately seven out of each 1,000 of population. Twenty years later, or in 1920, the number of high schools had increased to more than 16,000, with an enrollment of practically 2,000,000, or almost eighteen for each 1,000 of population.

Within the first quarter of the present century the idea that public secondary education should be for all social, economic, and vocational groups has in theory won wide acceptance.

The adaptation of the secondary school to the varying capacities and needs of the different types of pupils pursuing secondary-school training has made some progress. The organization of studies and curriculums has retained, in spite of changed demands and needs, the characteristics of an education designed for a highly selected group. The standards have been determined on the basis of pupils of superior ability rather than on the ability to achieve of the present pupil population of our secondary schools. As the high school population has become more representative of all levels in American life, the distance between educational needs on the one hand and subject matter and standards of achievement on the other has increased. In the small high school where the work given has followed more closely along traditional lines, the divorcement between present life demands and the type of work offered has become serious.

In 1918 only fifty-six per cent. of the pupils enrolled in city high schools were pursuing academic or college preparatory curriculums. In small high schools, with small teaching staffs and equipment and limited pupil enrollments, ninety-one per cent. of the pupils were pursuing academic or college preparatory work. In the small high school the academic curriculums offered were of more traditional types than those in the large urban high school.

Two forces particularly have made the adjustment of the small high school to modern demands slow and imperfect: the college entrance requirements and the old disciplinary, cultural idea of education. It has been a democratic ideal of education that all should have equal educational opportunities. In the small high school this has been rightly interpreted to mean that the road should be open in every school to prepare for college. Offering the work required for college entrance has exhausted the energies of the small high school. As a result, equal opportunities for all [illegible] meant that all pupils have been forced to follow the same path to a secondary education. Even where curriculums other than the college preparatory have been offered, they have had as their core the college preparatory subjects. There has been one royal road to education in the small high school.

In the small high schools the requirements for graduation are practically synonymous with state requirements for accrediting high schools. Where they differ at all they tend to be more traditional.

THE GROWTH OF TEACHERS IN SERVICE. A Manual for the Inexperienced Superintendent of Schools. By Frederick Lamson Whitney, Greeley, Colorado. New York: The Century Company.

This is certainly in a class by itself. No one else has made any attempt to gather anything like as much material. There are twenty-four pages of "Contents." This is a sample of the completeness of the author's treatment of the various phases of the "Contents."

The "Tables" are equally elaborate. Table VII has 22 classifications of 31 cities. Table VIII gives 18 classifications of 70 cities with from 5,000 to 1,824,000 population. Table X 26 classifications of 71 cities with name and population of each. This table also has 41 other classifications. We know of no other book with anything like as elaborate classifications.

MODERN BUSINESS. The Business Man in Society. By Leon C. Marshall, University of Chicago, and Mildred J. Wiese. Cloth. 520 pages. New York: The Macmillan Company.

Leon C. Marshall has stabilized his reputation as a clear thinker, sane economist and forceful writer on the complex problems of the day, and "Modern Business" is one of the best demonstrations of his patience in securing abundant data and having safe experiences before he attempts to estimate the relation of business men to society. The result is a book of inestimable value to high school students.

THE TEACHING AND SUPERVISION OF READING. By Arthur S. Gist and William A. King, both of Seattle. Cloth. 337 pages. Charles Scribner's Sons.

The Seattle schools are exceptionally well balanced professionally, with a reign of peace and prosperity quite unusual in these days liable to suffer from tragic ambitions within the ranks. It was Worth McClure, now assistant superintendent, who was one of the national leaders in the creation of the Department of Elementary School Principals in the National Education Association, and it is Arthur S. Gist who is the editor of "Yearbooks" of that department which annually rival in professional value any issue of the N. E. A., or any of the other departments.

The elementary school principals of Seattle are unsurpassed by those of any other American city, and these two principals represent the entire force from classroom teachers to superintendent in presenting every phase of teaching children to read the best things in the best way by having them learn how to read, with adequate attention to "audience" reading and silent reading, reading for information and recreation. The spirit of this book is to lighten the burdens of teachers and brighten the study of children.

Books Received

"Language and Literature in the Kindergarten and Primary Grades." By Eleanor Troxell—"The Teaching and Supervision of Reading." By Arthur S. Gist, William A. King. New York: Charles Scribner's Sons.

"State School Administration." By Ellwood P. Cubberley. Boston: Houghton Mifflin Company.

"Modern Familiar Essays." By William M. Tanner and D. Barrett Tanner. Boston: Little, Brown and Company.

"The Romance of Words." By Ernest Weekley. New York: E. P. Dutton and Company.

"Geography, Europe and Asia." By Harlan H. Barrows, Edith Putnam Parker, and Margaret Terrell Parker. New York: Silver, Burdett and Company.

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A number of boys playing marbles were interrupted by a minister, who inquired:—

"Will you tell me where the post office is?"

"Yes, sir; we'll show you," they replied.

After they led the minister to the post office he thanked them and said:

"Now, if you will come to Sunday School next Sunday I'll show you the way to heaven."

"Go on!" said one little chap. "You didn't even know the way to the post office." — Pittsburgh Chronicle-Telegraph.

A la Mode

Barber—"Sonny, how do you want your hair cut?"

Sonny—"With a hole in the top like daddy's."—The O. H. Silkworm.

An Expert

An eight-year-old boy came down to breakfast and his hands and face just had a "lick and a promise," as grandma used to say. So his father said: "Come up to the bathroom, Ralph, and I'll give you a real good wash."

When he got to school, Miss Shine, his teacher, said: "Why, Ralph, you certainly look wonderful and clean this morning. Who washed you?" Ralph said: "My father washed me this morning and say, if ever you want a clean bath and want to be good and clean, you just get my father. You will be clean all right when he gets through with you."—Exchange.

Very Careless

Patient (nervously)—"I think I'd better go home. I forgot something."

Dentist—"Oh, come, come. What did you forget?"

Patient (still nervous)—"I forgot to stay home when I was there."—Cartoon.

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An applicant for work at the Ford plant asked a veteran Ford employe if it were true that the company was always finding methods of speeding up production by using fewer men. The veteran replied:—

"Most certainly. In fact," he continued, "I just had a dream which illustrates the point. Mr. Ford was dead and I could see the pallbearers carrying his body. Suddenly the procession stopped. Mr. Ford had come to life. As soon as the casket was opened he sat upright, and, on seeing six pallbearers, cried out at once: 'Put this casket on wheels and lay off five men.'"

These Professors

A professor was deep in his work when his wife called: "Harry, baby has swallowed the ink. Whatever shall I do?"

"Write with a pencil," was the dreamy reply. —Vancouver Province.

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Visual Education in California

Editor, Journal of Education:—

It is a doubly appropriate coincidence that the annual convention of the California Visual Education Association, Southern section, was held in Balboa Park, in San Diego, California. Balboa signifies to the general mind the tireless eagerness of a searcher for the undiscovered. This was the spirit which marked the convention throughout. San Diego is the spot where the first mission in California was located. One of the desires of the Mission Fathers was to bring to a higher level the understanding of the early Spanish settlers. So on this occasion there was the desire to foster among educators, producers and exhibitors a more comprehensive and tolerant attitude.

The high interest in the convention is shown by the attendance of eighty-five delegates representing Los Angeles City and County, Long Beach, Pasadena, San Diego, Pomona, Fullerton, Huntington Park, Anaheim, Whittier, Huntington Beach, Inglewood, Burbank, Santa Ana, Grossmont, National City, Berkeley, Dulzura, San Ysidro, Mirimar, Chula Vista, Coronado, LaJolla, and Point Loma. The list of delegates may well be termed the "Big Parade" of persons prominent in California education, more particularly in the field of Visual Education.

After the opening formalities the delegates divided into four lecture sections. Dr. Wesley Bradfield, of the San Diego Museum, presided over one section and presented an interesting study of primitive art entitled "The Use of Pueblo Indian Pottery Designs in Teaching Pure Design." He has evolved a key method whereby it is possible to trace the Indian culture by means of designs found on reassembled bits of ancient Indian pottery.

Dr. Clinton G. Abbott, director of the San Diego Natural History Museum, conducted a tour through the Museum and spoke convincingly on "Bringing the Outdoors Indoors."

"Taking the Natural History Museum to the Rural Schools," and an exhibition of specimens explaining the lecture, was the subject given by William S. Wright, San Diego County Supervisor of Nature Study.

An illustrated lecture, "Desert People," was given by Dr. Edgar L. Hewett, director of School of American Research. The lecture was illustrated by many pictures taken on a tour in 1926-27.

In the afternoon a general meeting was held in the Roosevelt Junior High School. It was addressed by Edward Mayer, Department of Visual Instruction, University of California. His subject was "The Place of Visual Instruction in California Schools." He discussed problems arising in the distribution of films over the wide reaches of the state.

E. C. McAteer.
Los Angeles, California.

Macy Campbell

Editor, Journal of Education:—

I was deeply interested in your editorial relating to the death of Macy Campbell of Iowa State Teachers College. I was associated with Mr. Campbell for two years on the faculty at Cedar Falls. Everything you say in that article is true, but no one who has not actually been associated with him as a member of his department can fully appreciate the extreme unselfishness of this man.

I have been away from the work there for eight years, but as I view him in perspective, I realize more and more his intrinsic worth. His only fault was that his enthusiasm for work caused him to utterly disregard his own personal health and convenience, and it was this that caused his death. His associates often warned him about his utter disregard for his health, but none of us expected that his death would occur in this tragic manner.

During the time of the war there was no person who was not actually in the army who served his country with more vigor and self-sacrifice. He observed all the regulations concerning food, fuel and otherwise in his own home to the strictest detail.

It is unfortunate that he was just entering upon the time when he was securing real national recognition for his services. His growth in the past eight years has been noted by all his intimate associates.

I am writing you this to let you know that your editorial is in no way an over-statement of his worth.

Sincerely yours,
L. H. Van Houten,
Edinboro State Normal School.

Meetings To Be Held

JULY.

3-8: National Education Association, Seattle, Washington.

5-7: School Garden Association of America: Emilie Yunkers, Louisville, Ky.: Seattle, Washington.

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Illinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

28-29: Council of Education of the State of New Jersey: J. Howard Hulsart, Dover, N. J.; Newark, N. J.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

Answers to "What Is Your Professional I. Q.?"

(Questions are on page 4.)

111. James Harvey Robinson.
112. Henry Durant.
113. John D. Rockefeller.
114. Vassar College by Martha Vassar and Cornell College by Ezra Cornell.
115. Tulane.
116. Mr. Hershey.
117. Textile Industry in Connecticut and Rhode Island.
118. (1) Miss Anna T. Jeanes of Philadelphia.
(2) The Anna T. Jeanes Fund for Improving Negro Rural Education was founded.
119. The General Education Board founded by John D. Rockefeller.
120. Edwin Ginn.

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